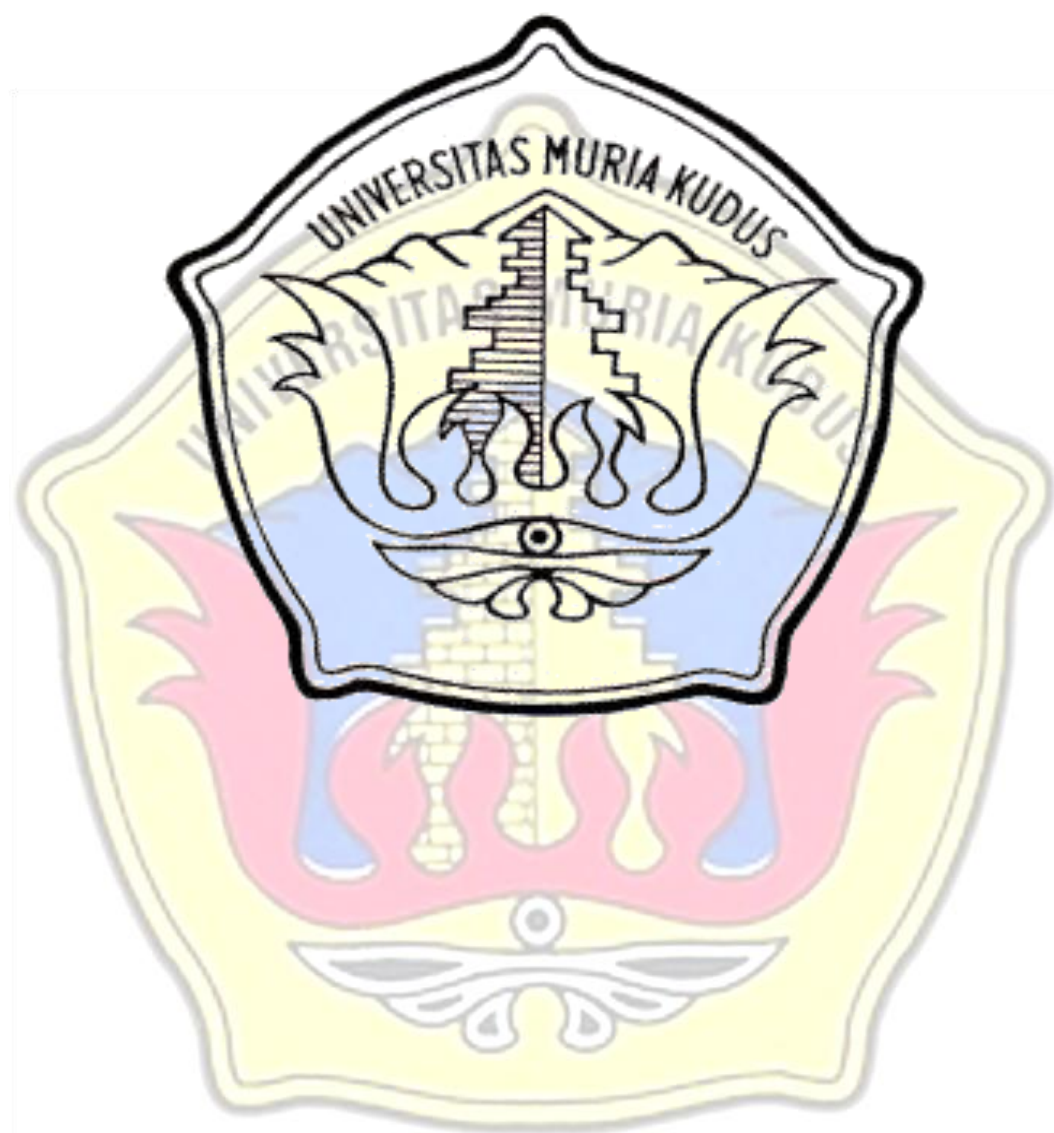




**TEACHERS' EXPECTATIONS ON STUDENTS' ACHIEVEMENT  
IN ENGLISH LANGUAGE LEARNING AT SMA N 3 PATI  
IN 2015/2016 ACADEMIC YEAR**

**By  
SITI NUR AENNI  
NIM. 201232119**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2016**



**TEACHERS' EXPECTATIONS ON STUDENTS' ACHIEVEMENT  
IN ENGLISH LANGUAGE LEARNING AT SMA N 3 PATI  
IN 2015/2016 ACADEMIC YEAR**



**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY**

**2016**  
**MOTTO AND DEDICATION**

**Motto:**

- Man Jadda Wajada
- There is no life instantly, everything needs process. (Aini)
- If you can't stand the fatigue of study you will feel the poignant of stupidity. (Imam Syafi'ie)
- عَلَّوْاصْبِرْ مَا أَصَابَكَ  
Be Patient over what befalls you (Surah Luqman:17)

**Dedication:**

This skripsi is dedicated to:

- My beloved parents, Mr. Suntono and Mrs. Kunarni, thanks for your support and struggle
- My beloved sister and brother, Emelia Agustina I. and M. Nur Faiz, cutest sibling ever after
- My owner boarding house, Bu Yuni, thank you for your care and support
- My friends at FORMI and ESA UMK, so memorable in passing happiness and sadness with you

- My noisy friend, Vita Zuliani, thanks for being my best friend for long time
- My friends and all people who had lent me a laptop, Dek Leny, Dek Diyah, Dek Afi, Om Nashrul and SAR's UMK properties. May Allah bless you all.



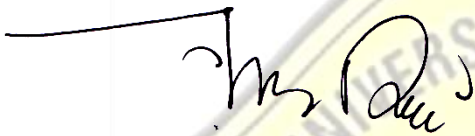


## ADVISORS' APPROVAL

This is to certify that the skripsi of Siti Nur Aenni (2012-32-119) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, June 2016

Advisor I



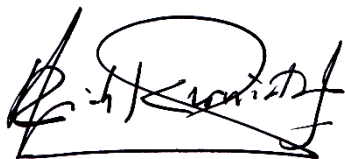
**Drs. Suprihadi, M.Pd**  
**NIP. 19570616-198403-1-015**

Advisor II



**Agung Dwi Nurcahyo, SS., M.Pd**  
**NIS. 0610701000001187**

Acknowledged by  
Head of English Department



**Diah Kurniati, S.Pd., M.Pd**  
**NIS. 0610701000001190**

## EXAMINERS' APPROVAL

This is to certify that the skripsi of Siti Nur Aenni (2012-32-119) has been approved by the Examining Committee as requirement for the Sarjana Degree of English Education

Kudus, July 2016

Thesis Examining Committee:

  
**Drs. Suprihadi, M.Pd**

, Chairperson

NIP. 195706161984031015

  
**Agung Dwi Nurcahyo, S.S, M.Pd**

, Member

NIS. 0610701000001187

  
**Dra. Sri Endang Kusmaryati, M.Pd**

, Member

NIS.061071302 0001009

  
**Farid Noor Romadlon, S.Pd.,M.Pd**

, Member

NIS.0610701000001227

Acknowledged by  
The Faculty of Teacher Training and Education

Dean

  
**Dr. Slamet Utomo, M.Pd**

NIP. 196212191987031015



## ACKNOWLEDGEMENT

Alhamdulillah, I would like to give the gratitude to Allah *subhanahuwata'ala* the almighty who bestows everything to me since the creation of me until this day, and thanks to Allah who always with me in finding and choosing the title of this skripsi, advisors, supplying references, time management for consulting, and the process in completing my skripsi. So, because of that I can finish my skripsi entitled “Teachers’ Expectations on Students’ Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year”.

This skripsi is not only my own work but also has been improved by the willing cooperation and assistance of many sides in the process of accomplishment. So that, I would like to express my deepest gratitude for:

1. Allah *subhanahuwata'ala*, the gracious and everlasting energy source and eternal hope in my soul and life
2. My beloved parents for their love and support in finishing my skripsi
3. My beloved younger sister and little brother as the source in recharging my spirit
4. Dr. Drs. Slamet Utomo, M.Pd., the dean of Teacher Training and Education Faculty of Muria Kudus University
5. Diah Kurniati, S.Pd., M.Pd, the Head of English Education Department of Teacher Training and Education Faculty of Muria Kudus University
6. Drs. Supriyadi, M.Pd as my first advisor who always gives me guidance, comments and direction, and Agung Dwi Nurcahyo, SS., M.Pd, as my second



advisor who had been made his time for me to give guidance, corrections, and support during the process of doing and finishing my skripsi

7. All lecturers who taught me during studying at the faculty as well as possible
8. Drs. Moch. Yamin. M.Pd, the headmaster of SMAN 3 Pati who has allowed and accepted me to do a research in SMAN 3 Pati, and also all English teachers who helped and supported me to conduct the research that involve them.
9. All my big family in ESA (English Students Association) UMK in all period who give color in my life during the process of study about English
10. All family in FORMI (Forum Mahasiswa Islam) UMK who support and give the du'a
11. All great friends in EED (English Education Department) who give me good experience during studying in campus

I sincerely hope this skripsi will be useful for everyone. It will help some students and teachers related to expectations on education area and also help the other researcher in any kind of researches. That is why I hope all of the reader can give suggestion about this research so that it makes the skripsi will be better.

Kudus, 2016

Siti Nur Aenni

## ABSTRACT

Aenni, Siti Nur. 2016. *Teachers' Expectations on Students' Achievement on English Language Learning at SMA N 3 Pati in 2015/2016 Academic Year*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Drs. Supriyadi, M.Pd, (2) Agung Dwi Nurcahyo, SS., M.Pd

Keywords: Expectations, Students' Achievement, English Learning

In case to prepare students to be global citizens in the ASEAN Economic Community (MEA) issue nowadays, knowledge of a foreign language is important. Language skill and expertise about culture are needed to address to economic challenges. Applying English in the form of English subject at high school itself can not be separated from the teacher's role and what the teacher do to reach the goal of teaching and learning process at school. In teaching process itself, teachers in school often face problems when they teach in the classroom. The most crucial problem is about their students' achievement. Students' achievement also depended on what are the teachers expect to the students. Through expectation, teacher can do everything that might give influence students' achievement.

Based on the statement of the problem, the main objectives of the research are as follows; (1) find out and describe the teachers' expectation on the students' achievement in learning English, (2) find out and describe the teacher do to reach and realize their expectation for their students, and (3) find out and describe teachers' low expectation factors on students' achievement as the gap.

This research was conducted in the descriptive case study qualitative research design. In this research, I used person as a data sources because the data comes from them in the form of oral speech and written mind. While the data sources are respondent that come from three English teachers who teach at SMAN 3 Pati in the 2015/2016 academic year. Here, I also made two types of questionnaire and interview sheet to get credible data.

The result of this research showed that each scales that the teachers mostly choose generally reported in percentage as follows; (1) scale 3 is 26,14%, (2) scale 4 is 38,64%, and (3) scale 5 is 35,23%. So, I assume that teachers' expectations on their students' achievement belongs to **high**, and all competences on 2013 syllabus **are "very expected"** by them. The efforts that are mostly done by the third teachers to reach their high expectations on students' achievement in English language learning in this research are encourage students to actively participate in class, using new and up to date resources, and providing a restless learning environment. For the teachers' low expectation factors is not answered because all teachers put high expectations.

Based on the result of the research above, I conclude that all teachers at SMA N 3 Pati tend to put high expectation. Then, the next researchers should make judgment to the instrument and ways in analyzing the data to get credible data.

## ABSTRAK

Aenni, Siti Nur. 2016. *Ekspektasi Guru terhadap Prestasi Siswa dalam Pembelajaran Bahasa Inggris di SMA N 3 Pati Tahun Ajaran 2015/2016*. Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Drs. Supriyadi, M.Pd, (2) Agung Dwi Nurcahyo, SS., M.Pd

**Kata Kunci:** Ekspektasi, PrestasiSiswa, PembelajaranBahasaInggris

Dalam hal mempersiapkan pelajar untuk menjadi masyarakat global dalam menyambut isu MEA (Masyarakat Ekonomi ASEAN) baru-baru ini, pengetahuan akan bahasa asing sangatlah penting. Ketrampilan dan keahlian berbahasa sangat dibutuhkan untuk menghadapi tantangan ekonomi sekarang ini. Penerapan bahasa Inggris yang disajikan dalam bentuk pelajaran bahasa inggris pada tingkat SMA tidak dapat terpisahkan dari peran seorang guru dan usaha-usaha yang dilakukan oleh guru untuk mencapai tujuan pembelajaran dalam proses belajar mengajar di sekolah. Dalam proses pengajaran sendiri, para guru di sekolah sering menghadapi masalah ketika mereka mengajar di kelas. Masalah yang paling kompleks ialah tentang prestasi siswa. Prestasi siswa juga bergantung pada apa yang guru ekspektasikan kepada siswanya. Melalui ekspektasi, seorang guru mampu melakukan segala hal yang mungkin berpengaruh terhadap prestasi siswa.

Berdasarkan rumusan masalah penelitian, tujuan pokok dari penelitian ini ialah; (1) menemukan dan mendeskripsikan bagaimana ekspektasi guru terhadap prestasi siswa dalam pembelajaran bahasa inggris, (2) menemukan dan mendeskripsikan apa saja usaha guru untuk meraih dan mewujudkan ekspektasinya kepada siswa, (3) menemukan dan mendeskripsikan faktor-faktor apa saja yang mempengaruhi seorang guru berekspektasi rendah sebagai kensenjangan.

Penelitian ini menggunakan penelitian deskriptif studi kasus yang melibatkan beberapa orang guru sebagai sumber data, serta opini tertulis dan lisan sebagai data oleh ketiga guru bahasa inggris yang mengajar di SMAN 3 Pati tahun ajaran 2015/2016. Disini, saya juga menggunakan dua jenis instrument penelitian yakni kuesioner, dan lembar wawancara untuk mendapatkan data yang akurat.

Penelitian ini menunjukkan bahwa secara umum para guru memilih; (1) skala 3 sebanyak 26,14%, (2) skala 4 sebanyak 38,64%, (3) skala 5 sebanyak 35,23%. Saya berasumsi bahwa ekspektasi guru terhadap prestasi siswa tergolong **tinggi**, dan semua kompetensi dalam silabus pada kurikulum 2013 **sangat diharapkan sekali** oleh mereka. Sebagian besar usaha yang dilakukan oleh ketiga guru untuk mewujudkan ekspektasi tingginya mereka terhadap prestasi siswa dalam pembelajaran bahasa inggris ialah mendorong siswa untuk berperan aktif dalam kelas, menggunakan sumber belajar yang terbaru dan terkini, dan menyediakan lingkungan pembelajaran aktif. Untuk faktor-faktor yang mungkin berpengaruh terhadap ekpektasi rendah guru tidak ditemukan karena semua guru memiliki ekspektasi tinggi.

Berdasarkan hasil penelitian di atas, saya simpulkan bahwa semua guru SMA N 3 Pati cenderung memiliki ekspektasi yang tinggi. Kemudian, untuk peneliti selanjutnya harus membuat pertimbangan di dalam membuat instrument penelitian dan cara menganalisis agar mendapatkan data yang benar-benar akurat.





## TABLE OF CONTENTS

	<b>Page</b>
COVER.....	i
LOGO.....	ii
TITLE.....	iii
MOTTO AND DEDICATION.....	iv
ADVISORS' APPROVAL.....	vi
EXAMINERS' APPROVAL.....	vii
ACKNOWLEDGEMENT.....	viii
ABSTRACT.....	x
ABSTRAKSI.....	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES.....	xviii
LIST OF FIGURES.....	xix
LIST OF APPENDICES.....	xx
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Research.....	1
1.2 Statements of the Problem.....	4
1.3 Objectives of the Research.....	4
1.4 Significances of the Research.....	5
1.5 Scope of the Research.....	6
1.6 Operational Definition.....	6
<b>CHAPTER II REVIEW TO RELATED LITERATURE</b>	
2. 1 Expectations .....	8
2.1.1 Definition of Expectations .....	8
2.1.2 The Power of an Expectation in Learning English .....	9
2.1.3 The High and Low Teachers' Expectations .....	11
2.1.3.1 The High Teachers' Expectations .....	11
2.1.3.2 The Low Teachers' Expectations .....	13



2.2 The Teachers' Expectations on Students' Achievement.....	13
2.3 Teaching English as a Subject in the Classroom.....	15
2.3.1 Teaching Listening.....	15
2.3.2 Teaching Speaking.....	16
2.3.3 Teaching Reading.....	17
2.3.4 Teaching Writing.....	18
2.4 Teaching Process in the Classroom.....	19
2.4.1 The Indicators of Effective Teaching Process in the Classroom.....	19
2.4.2 The Factors of Ineffective Teaching Process.....	21
2.5 Teaching English at SMAN 3 Pati.....	22
2.6 Curriculum Used in SMAN 3 Pati.....	23
2.7 Roles of Teachers in Curriculum 2013.....	24
2.8 English Learning Achievement.....	26
2.8.1 English Achievement Based on 2013 Curriculum Syllabus.....	26
2.9 Review of Previous Research.....	27
2.10 Theoretical Framework.....	29
 <b>CHAPTER III METHODOLOGY OF THE RESEARCH</b>	
3.1 Design of the Research.....	31
3.2 Data and Data Sources.....	31
3.3 Procedure of Collecting Data.....	32
3.4 Technique of Analyzing Data.....	35

## CHAPTER IV RESEARCH FINDING

4.1 Teachers' Expectations on Students' Achievement in English Language Learning at SMA N 3 Pati in 2015/2016 Academic Year.....	37
4.1.1 Identification of Teachers' Expectations on Students' Achievement in English Language Learning at SMA N 3 Pati in 2015/2016 Academic Year from Teacher "A" .....	38
4.1.2 Identification of Teachers' Expectations on Students' Achievement in English Language Learning at SMA N 3 Pati in 2015/2016 Academic Year from Teacher "B" .....	39
4.1.3 Identifications of Teachers' Expectations on Students' Achievement in English Language Learning at SMA N 3 Pati in 2015/2016 Academic Year from Teacher "C" .....	41
4.2 Teachers' Effort to Reach Their High Expectation on Students' Achievement in English Language Learning at SMA N 3 Pati in 2015/2016 Academic Year.....	44
4.2.1 Identification of Teacher's Effort to Reach the High Expectation from Teacher "A" .....	45
4.2.2 Identification of Teacher's Effort to Reach the High Expectation from Teacher "B" .....	60
4.2.3 Identification of Teacher's Effort to Reach the High Expectation from Teacher "C" .....	73
4.3 The Factors that Might Impact the Teachers' Low Expectation on Student' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year.....	79

## CHAPTER V DISCUSSION

5.1 The Description of Teacher's Expectations on Students' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year.....	80
--	----

5.1.1 The Description of Teacher's Expectation on Students' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year from Teacher "A" .....	81
5.1.2 The Description of Teacher's Expectation on Students' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year from Teacher "B" .....	88
5.1.3 The Description of Teacher's Expectation on Students' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year from Teacher "C" .....	95
5.2 The Description of Teacher Effort to Reach the Expectations on Students' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year.....	99
5.2.1 The Description of Teacher Effort to Reach the Expectations on Students' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year from Teacher "A" .....	100
5.2.2 The Description of Teacher Effort to Reach the Expectations on Students' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year from Teacher "B" .....	106
5.2.3 The Description of Teacher Effort to Reach the Expectations on Students' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year from Teacher "C" .....	111
5.3 The Factors that Give Impact the Teachers' Low Expectation on Student' Achievement in English Language Learning at SMAN 3 Pati in 2015/2016 Academic Year.....	116
 <b>CHAPTER VI CONCLUSION AND SUGGESTION</b>	
6.1 Conclusion.....	117
6.2 Suggestion.....	119
 BIBLIOGRAPHY.....	 121
APPENDICES.....	124
STATEMENT.....	176
CURRICULUM VITAE.....	178

## LIST OF TABLES

Table	Page
3.1 Questionnaire from to know teachers' expectation which is adapted from Miles and A. Michael.....	33
4.1 Teachers' Expectations on Students' Achievement in English Language Learning from Teacher "A".....	38
4.2 Teachers' Expectations on Students' Achievement in English Language Learning from Teacher "B".....	40
4.3 Teachers' Expectations on Students' Achievement in English Language Learning from Teacher "C".....	42
4.4 Result of Teacher's "A" Efforts to Reach the Expectations to be Real.....	46
4.5 Result of Teacher's "B" Effort to Reach the Expectation to be Real.....	61
4.6 Result of Teacher's "C" Effort to Reach the Expectation to be Real.....	74
4.7 Scale Table to Obtain Effort Generalization Data Third Teachers.....	79

## LIST OF FIGURES

Figure	Page
2.1 Vroom's Expectation Model in <a href="https://wikispaces.psu.edu">https://wikispaces.psu.edu</a> .....	10
2.2 Cycle of Teachers' Expectations to Students' Achievement From www.careerprime.net.....	10
4.1 The Percentage of Third English Teachers' Expectation.....	44
4.2 Teachers' Effort Percentage.....	78





## LIST OF APPENDICES

Appendix	Page
1. The Form of Questionnaire Sheet.....	123
2. The Form of Questions for Interview Section.....	157
3. The Result of Interviewing Third Teachers.....	160
4. The Result of Questionnaire of the Third Teachers.....	173

